

UTAH STATE OFFICE OF EDUCATION

EMERGENCY PREPAREDNESS PLAN FOR UTAH SCHOOLS

1. PURPOSE

- 1.1 To develop an Emergency Preparedness Plan which assures the protection and safe care of students and staff before, during, or immediately after a threatened or actual emergency or disaster.
- 1.2 To prepare personnel and students in every school and district support department to take appropriate action in the event of a natural, technological, or security emergency or disaster.
- 1.3 To prepare school personnel for their role in coordinating with the local emergency management agency to integrate the school district facilities and resources into the community's overall emergency preparedness program.

2. POLICY

2.1 EMERGENCY PREPAREDNESS PLANNING AND RESPONSE

Effective planning, exercising, and response require coordination, cooperation, and participation of school personnel, students, parents/guardians, and community organizations and individuals; therefore, the delegation of responsibility to one person is not appropriate.

- 2.1.1. The Superintendent shall assure the development and maintenance of a plan for each school and district support department that is consistent with the district plan while considering location, facility, budgets, and staff capabilities.
- 2.1.2. The District Emergency Manager shall coordinate district emergency preparedness efforts with community leaders and emergency management agencies to assign responsibilities and organize the planning process.
- 2.1.3. Principals and district support department heads shall assure that comprehensive plans are reviewed at least annually and are kept current with:
 - (1) Growing school populations.
 - (2) Changes in physical plants.
 - (3) Technical advances.
 - (4) Changes in state and district education rules and policies.

2.2. EMERGENCY MANAGEMENT RESPONSIBILITIES

2.2.1. Superintendent's Responsibilities

The Superintendent shall:

- (1) Appoint the District Emergency Manager.
- (2) Appoint a District Emergency Operations Team.
- (3) Appoint a District Emergency Preparedness Plan Committee which consists of the following members:
 - (a) District Emergency Manager (chair).
 - (b) School Emergency Manager representatives (elementary, junior high, senior high, year-round, etc.).
 - (c) District Support Department Emergency Manager representatives.
 - (d) Public Information Officer.
 - (e) County and/or Local Government Emergency Management Agency Director/Coordinator.
 - (f) Health Department Representatives; i.e. county school nurse representative and environmental health representative.
 - (g) PTA Regional Safety Assistant
 - (h) Parents, students, teachers, principals, and support staff.
 - (i) Others as needed.

2.2.2. District Emergency Manager Responsibilities

The District Emergency Manager shall:

- (1) Chair the District Emergency Preparedness Planning Committee.
- (2) Coordinate school and district support department emergency preparedness plans.
- (3) In time of disaster or emergency, coordinate the District Emergency Operation Team (EOT) with the County Emergency Operation Center (EOC).
- (4) Provide emergency procedures policy clarification to schools and district departments during an emergency or during drills and exercises.

2.2.3. Responsibilities of School: Principals

School Principals shall provide leadership for the development of the school Emergency Preparedness Plan. School principals shall:

- (1) Serve as chairperson of the Emergency Preparedness Plan Committee. (The school Principal shall appoint a person to act in his/her absence.)
- (2) Establish a School Emergency Preparedness Plan Committee which consists of the following members:

- (a) School Emergency Manager (chair).
- (b) Local government or county emergency management policy representative.
- (c) School Nurse.
- (d) PTA Safety Commissioner.
- (e) Parents, teachers, and support staff; i.e., custodian, school foods manager, and secretary.
- (f) Others as needed (may include students as appropriate).
- (3) Coordinate emergency operations with the District Emergency Manager.

2.2.4. Responsibilities of Facilities Managers for District Buildings Other than Schools

District Facilities Managers for district buildings other than schools shall provide leadership for the development of the District Building Emergency Preparedness Plan. District Facilities Managers shall:

- (1) Establish a Building Emergency Preparedness Committee for the district building (other than a school) in which they are housed.
- (2) Serve as chairperson of the District Building Emergency Preparedness Plan Committee. (The Facilities Manager will designate a person to act in his/her absence.)
- (3) Establish a District Building Emergency Preparedness Plan Committee with consists of the following members:
 - (a) District Building Facilities Manager.
 - (b) District Emergency manager
 - (c) Building Custodian.
 - (d) Representatives from departments housed in the building; i.e., maintenance, secretary, department heads.
 - (e) Others as needed.
- (4) Coordinate emergency operations with the District Emergency Manager.

2.3. RESPONSIBILITIES OF EMERGENCY PREPAREDNESS PLAN COMMITTEES

Emergency Preparedness Plan Committees shall participate in the development and review of District, School, and District Support Department Emergency Preparedness Plans.

2.3.1. District Emergency Preparedness Plan Committee

The District Emergency Preparedness Plan Committee shall review and approve all School and District Support Department Emergency Preparedness Plans using the criteria outlined in this policy.

- 2.3.2. School Emergency Preparedness Plan Committee
Consistent with the District Emergency Preparedness Plan, the School Emergency Preparedness Plan Committee shall prepare and review the School Emergency Preparedness Plan.
- 2.3.3. Consistent with the District Support Department Emergency Preparedness Plan Committee
Emergency Preparedness Plan, each District Support Department Committee shall participate in the development and ongoing review of the Department Emergency Preparedness Plan.

2.4. CRITERIA AND ORGANIZATION OF EMERGENCY PREPAREDNESS PLANS

Emergency Preparedness Plans shall be specific enough to give directions for immediate action, but flexible enough to allow for adjustments and change as unexpected situations develop.

2.4.1 Emergency Plan Format

Prepare plans using a loose-leaf format:

- (1) Print on one side of the page – changes require less printing
- (2) Outline using uncomplicated step-by-step procedures that are clear to someone unfamiliar with the plan.
- (3) Assign a standard procedure to a particular emergency response. (Example: The fire evacuation policy may apply to most situations requiring the evacuation of facilities.)
- (4) Furnish copies of the final plan and subsequent revisions to the district and city or county emergency manager and include them in the preparation and exercising of school plans.

2.4.2. Preparation and Criteria of Emergency Preparedness Plan

Plans shall identify organization structure, criteria, and specific circumstances that require emergency procedures including:

- (1) Legal Responsibilities and Authority
 - (a) Ensure compliance with district plans and policies:
 - (i) Identify legal responsibilities.
 - (ii) Identify Policy R277-400, “Emergency Preparedness” as authority for the plan.
 - (b) Identify continuity of the organization:
 - (i) Prepare specific instructions on back up; i.e., the principal is absent, then the vice principal; if the vice principal is absent, then a third party.

- (ii) Include instructions for each specific job in the plan.
 - (c) Prepare and maintain emergency telephone numbers including administrative chain-of-command and emergency services.
- (2) Plan Coordination with Community Emergency Program
 - (a) Coordinate Emergency Preparedness Plans with the county and local government emergency management agencies for use of grounds, district equipment, supplies, and transportation during an actual or impending disaster/emergency.
 - (b) Coordinate plans with the American Red Cross for community use of school facilities, district equipment, and supplies during emergency/disaster situations.
 - (c) Conduct and coordinate exercises with the city and county emergency management agencies and initiate emergency plan revisions identified in the drill evaluations.
- (3) Staff Responsibilities and Training
 - (a) Assign emergency responsibilities to staff regarding individual capacities and normal service functions for each anticipated emergency situation.
 - (b) Cross-train staff and volunteers to prevent the plan from becoming non-functional if one or more persons are absent.
 - (c) Require emergency preparedness training for all students and staff.
 - (d) Adapt emergency preparedness training to individual capabilities and limitations including persons with disabilities.
 - (e) Provide orientation and annual in-service emergency preparedness training to staff and volunteers.
- (4) Preparation and Warning Response to Emergency Situations
 - (a) Prepare step-by-step warning and response for specific anticipated emergency situations.
 - (b) Prepare an emergency warning system, that is in place and functional, for informing the school district population of the actual or impending danger.
- (5) Training, Drilling, and Exercising the Plan
 - (a) Prepare education, training, and drills required of the district population to assure effective operation of the plan.
 - (b) Integrate emergency preparedness material into the curriculum.

- (c) Provide students with adequate educational services and supervision during school hours in an emergency.
- (6) Training, Drilling, and Exercising the Plan
 - (a) Provide procedures for requesting funds for school emergency preparedness programs.
 - (b) Provide for procurement, storage, and maintenance of emergency supplies, equipment, and program instruction materials.
 - (c) Provide procedures for:
 - (i) Periodic safety checks of school and district facilities.
 - (ii) Review of school construction and renovation projects for safety and shelter features.
 - (iii) Requesting funds for these projects.
- (7) Review and Revision of the Plan
 - (a) Provide procedures for receiving annual Emergency Preparedness Plan Compliance reports from schools and district support departments.
 - (b) Provide procedures for formal approval and annual review:
 - (i) Of School and Department Emergency Preparedness Plans.
 - (ii) School and district department evacuation and sheltering plans.
 - (iii) School and district department reports of sheltering deficiencies.

2.4.3. School Emergency Preparedness Plan

In addition to the criteria listed under 2.4.1., 2.4.2., and 2.4.3., the School Emergency Preparedness Plan shall include the following:

- (1) School Evacuation Plans for:
 - (a) Identification of evacuation assembly plan areas both in and outside of school buildings.
 - (b) Identification of shelter or protection areas.
 - (c) Reporting school-sheltering deficiencies to the District Emergency Manager.
 - (d) Periodic safety checks of school facilities.
- (2) Emergency Preparedness Plan Orientation for all Students.
- (3) Annual procedures for informing parents and guardians of school Emergency Preparedness Plans and revisions.

- (a) Schools shall have a method by which parents and the public can be notified of school emergency situations. (Arrangements with local radio and television stations to broadcast emergency bulletins should be established by the school district.)
- (b) At the beginning of each school year, parents and staff shall receive a written summary of relevant sections of district and schools plans that apply to the school.
- (c) The plan shall contain measures that shall assure, during an emergency, school children receive adequate educational services and supervision during school hours and that under extraordinary circumstances when parents cannot be notified, the administration shall act according to the District Emergency Preparedness Plan.

2.5. HAZARD ANALYSIS

The hazard analysis generates the basis upon which the Emergency Preparedness Plan shall develop and provide implementation procedures for the analysis of natural, technological, and security hazards likely to occur in the school area and assessment of facilities and available resources-both material and human.

2.5.1 Performing a Hazard Assessment

The first step is to perform a hazard assessment and determine which natural and man-caused hazards threaten the school.

- (1) Begin with a building and site assessment. Examine the grounds with any previous use in mind: old foundations, slopes or embankments that could cave-in or slide.
- (2) Check neighboring areas for hazardous vegetation, buildings, or activities:
 - (a) The city/county Emergency Management Director may help with the hazard assessment.
 - (b) The Local Emergency Preparedness Planning Committee (LEPC) can provide information on hazardous materials' threats.
- (3) The National Weather Service station in the area could provide climatic data on general and unique weather patterns.
- (4) Another good idea is to research the history of natural, technological, and security hazards:
 - (a) Local historical clubs, emergency services agencies, libraries, and newspaper files are good sources of information.
 - (b) Do not overlook the elderly who can provide the oral history of past events; research projects can involve students.

- (5) Make a Vulnerability Assessment
With the assistance of the local government emergency management director, determine the vulnerability of people, property, and the environment to the various hazards:
 - (a) Assess the risk involved, assigning a probability that the hazard will occur based on its severity using measurements and/or judgment.
 - (b) Assign resources to those hazards that pose the highest risks.

2.5.2 Maps and Floor Plans

- (1) Maps of the community, school site and school floor plans provide summaries of the natural and man-made features of the area. Topographic maps and street maps can be used to assess the vulnerability of the school to floods, landslides, forest fires, and transportation accidents involving hazardous materials.
- (2) Floor plans and site plans of the school facilities offer planners a summary of building features:
 - (a) Identify shelter areas.
 - (b) Plan evacuation routes to avoid hazardous areas (boiler rooms, wooden stairwells, etc.)
 - (c) Use building safety features such as firewalls.
 - (d) Locate gas, water, electrical shut off, underground gas lines, and fire suppression equipment.

2.5.3. School and District Organizational Charts

Organizational charts with telephone numbers are valuable during planning activities or actual emergencies.

2.5.4. School and District Property Inventory

Evaluation of inventory may reveal equipment that must be considered a hazard.

2.5.5. Community Resources

Each school shall have a written plan for the organized use of community resources including:

- (1) Temporary shelter for students or for classrooms.
- (2) Human resources such as emergency management officials, fire fighters, and law enforcement officials to speak to student groups, conduct training workshops for school staff members, and give instruction to adults.

2.5.6. School Call Up Lists

Develop and maintain a list of names, address, and phone numbers for staff and emergency services personnel. Provide a pocket card with this information to each school staff member in compliance with district records access and management policy.

2.5.7. Warning and Communications

- (1) Train school personnel to know how warnings are transmitted, received, and disseminated.
- (2) Each school should test the effectiveness of existing equipment and, if necessary, consider getting emergency communications equipment. (For example, if the only means of communication is telephones, staff should be aware that the demand for lines is great during an emergency.)
- (3) Each school should have an alternate warning system to alert the entire complex-inside, outside, unconnected buildings, and play areas-when there is a power failure.
- (4) To receive information from the Emergency Broadcast System, each school should have a battery-operated radio.

2.5.8. Transportation

Emergency procedures often require transportation at irregular hours. Consider the following:

- (1) The number and capacity of district-owned and/or contract buses available for an immediate or delayed response to an emergency call.
- (2) All bus drivers and alternates, means of contacting, and those expected to respond to an emergency call.
- (3) The number of students (and staff) that travel each normal route.
- (4) Predetermined alternate routes.
- (5) Location and capacity of emergency shelters along routes, alternates or within areas.
- (6) Alternate or optional stops to speed the time buses could cover the normal routes.
- (7) Provision of emergency transportation to students who normally walk.
- (8) The time required completing transportation operations under normal conditions.

2.5.9. Staff Training and Education

- (1) Training and education are essential to an effective response in time of emergency. Require pre-emergency training for each person assigned emergency duty:

- (a) Provide instruction as part of a continuous training program.
 - (b) Training should alert staff members to relevant hazards and provide them with measures to protect life and property.
 - (c) Training should include understanding of warnings and public information announcements.
- (2) Utilize exercises, drills and tests as vital parts of such training once the staff has been educated as to the purpose of the events and the respective roles. Use workshops and inservice training periods to train the individual and the school population.

2.5.10. Exercises and Drills

- (1) Use City or County Emergency Manager to Exercise Plans. City or county emergency manager can be very helpful in preparing the school plans and in exercising the:
 - (a) Furnish a copy of the final plan to the district and city or county emergency manager.
 - (b) When changes are made, send them to the district and city or county emergency manager.
- (2) Exercise Objectives
The objectives of your exercise should be:
 - (a) Specific
 - (b) Positive results oriented.
 - (c) Measurable
 - (d) Realistic and challenging.
- (3) Elements of an Exercise Activity
There are five elements of an exercise activity.
 - (a) Orientation Seminar:
 - (j) Used to introduce or refresh participants to plans and procedures.
 - (ii) Lecture, panel discussion, media presentations, or talk-through.
 - (iii) Can involve all levels of personnel.
 - (iv) Review of past cases of lessons learned.
 - (b) Drill:
 - (i) Tests single emergency response function.
 - (ii) Involves actual field response.
 - (iii) Effectiveness lies in focus on a single or relatively limited portion of the overall response system to evaluate and improve it.
 - (c) Table Top Exercise:
 - (i) Actions taken and discussions based on a described emergency situation plus a series of messages to players.
 - (ii) Practice problem solving for emergency situations.

- (iii) Discussion and critique of appropriateness of actions taken and decisions made.
 - (iv) Participants practice a coordinated, effective response.
 - (v) Permits breaks before new messages are delivered to discuss proper response.
 - (vi) Will involve policy and/or coordination personnel.
- (d) Functional Exercise:
 - (i) Simulation of an emergency that includes a description of the situation, a timed sequence of messages, and communication between players and simulators.
 - (ii) Emergency Operations Center members practice a coordinated effective response in a time-pressured, realistic emergency situation.
 - (iii) Individual and system performance is evaluated.
 - (iv) Will involve policy and coordination personnel.
- (e) Full-scale Exercise:
 - (i) Adds a field component that interacts with a functional exercise through simulated messages.
 - (ii) Tests the deployment of a seldom-used resource.
 - (iii) Will involve policy, coordination, operations, and field personnel.

2.5.11. Community Catastrophe and the School as Emergency Shelter

- (1) Accidents, fires, explosions, or industrial chemical spills occurring off school property may indirectly affect or become a threat to students, staff, or school buildings:
 - (a) They may also disrupt transportation routes, communications systems, or destroy residential areas served by the school.
 - (b) School policies governing evacuation, transportation, and early or late dismissal procedures may be appropriate in response to such a disaster.
- (2) Guidance by Local Government Emergency Service Authorities
 - (a) Local government emergency service authorities shall generally provide emergency guidance to the District Emergency Manager.
 - (i) Only in extreme circumstances where the school becomes isolated by a total transportation and communications breakdown shall the principal be solely responsible for emergency action.
 - (ii) In these circumstances, the principal shall exercise his/her best judgment until communications are restored.

- (3) Use of School Facilities for Shelters
 - (a) While the local government has the overall responsibility to protect the population, the American Red Cross shall establish, manage, and coordinate shelter/mass care operations within their capability. During an emergency or disaster, temporary shelter may be needed by citizens evacuated or left homeless:
 - (i) The District Emergency Manager shall coordinate use of district facilities, such as school buildings, for shelter/mass care use during an emergency or disaster as provided by the inter-local agreement.
 - (ii) At the direction of the District Emergency Manager, schools shall cooperate with the local or county government that shall manage and coordinate all shelter/mass care activities until the American Red Cross arrives.
 - (b) School emergency managers shall coordinate with the District Emergency Manager and American Red Cross Disaster Service personnel to ensure that building surveys and agreements for use are in place:
 - (i) All school Emergency Managers shall maintain an inventory of available space and an assessment of the capacity of the facilities to accommodate disaster victims and provide annual inventory updates as requested by the District Emergency Manager.
 - (ii) The District Emergency Manager shall coordinate updating facilities and supplies information with the American Red Cross and the County Emergency Manager.
 - (iii) District and school contact names and phone numbers shall be kept current and are needed by all concerned.
 - (c) School district personnel are encouraged to participate in training courses dealing with sheltering and mass care to prepare them for service in their schools and communities as volunteer workers. Courses are offered at no charge by
 - (i) The American Red Cross.
 - (ii) Local, county, and state government.

2.6 RESPONSIBILITIES OF DISTRICT AND COMMUNITY STAFF

2.6.1. School Teaching and Support Staff

The School Teaching and Support Staff shall:

- (1) Participate in developing the School Emergency Preparedness Plan.
- (2) Participate in emergency preparedness in-service training programs.
- (3) Receive training in skills needed when working with children and coworkers under the stress of an emergency situation.
- (4) Train in first aid procedures.
- (5) Provide instruction and practice in emergency preparedness and survival techniques appropriate to grade level.
- (6) Provide ongoing leadership training and activities that encourage student confidence in their abilities to care for themselves and be of help to others during an emergency, including a period of enforced confinement.
- (7) Be prepared to assist students and staff who have disabilities.

2.6.2. Community Relations Department

The Community Relations Department shall:

- (1) Participate in developing the School Emergency Preparedness Plan.
- (2) Provide leadership for effective communication procedures.
- (3) During an emergency:
 - (a) Establish a Communication Center as a single point of contact for the media and public.
 - (b) At the direction of the superintendent, identify a district spokesperson.

2.6.3. Custodial Staff

The Custodial Staff shall:

- (1) Participate in developing the School Emergency Preparedness Plan.
- (2) Participate in emergency preparedness in-service training, school drills, and exercises.
- (3) Train in first aid procedures.
- (4) Report structural defects and safety hazards to the School Emergency Manager.
- (5) Identify shutoff valves and switches for gas, oil, water, and electricity.
- (6) Post charts in the school that identifies shutoff valves and the location of protective equipment for use by personnel in an emergency.
- (7) Instruct all school staff in the use of fire extinguishers and other emergency equipment.
- (8) Maintain an inventory of tools and equipment.

- (9) Advise the school Emergency Preparedness Planning Committee of hazardous and protected areas of school facilities, available emergency equipment, supplies, and alternate power sources.
- (10) Maintain adequate toiletry supplies for emergency use.

2.6.4. Facility Planning, Construction and Maintenance Personnel

Facility Planning, Construction and Maintenance Personnel shall:

- (1) Report any structural defects.
- (2) Identify shutoff valves and switches for gas, oil, water and electricity and post charts for other personnel to use in an emergency.
- (3) Provide a cutoff for steam/gas lines in shelter areas.
- (4) Provide for emergency operation of ventilation systems.
- (5) Post locations to all protective equipment.
- (6) Instruct school and district staff in the use of fire extinguishers.
- (7) Maintain an inventory of tools and equipment.
- (8) Advise the District Emergency Preparedness Plan Review Committee of hazardous and protective areas of district facilities, available emergency equipment, and alternate power sources.

2.6.5. Transportation Personnel

Transportation Personnel shall:

- (1) Instruct children in emergency bus evacuation procedures.
- (2) Be prepared to render first aid.
- (3) Inform school administrators of changing route conditions, road construction projects, etc. that may be potentially hazardous or alter emergency transportation plans.
- (4) Know alternate routes that students could reach home, shelter, or evacuation assembly points.
- (5) Keep emergency equipment and telephone numbers in the bus.
- (6) Carry out applicable transportation policies of the state and local board of education.
- (7) Be aware of emergency shelter facilities along routes and within local areas.
- (8) Keep vehicles serviced and ready to transport evacuees (students or others) when an emergency situation is anticipated or has occurred.

2.6.6. Food Service Management Personnel

Food Service Management Personnel shall adhere to state regulations that authorize the District Child Nutrition Programs to make USDA donated foods available in case of emergency and disaster feeding.

- (1) School Food Service Management Personnel shall be prepared for emergency and disaster feeding as follows:
 - (a) When possible, maintain adequate supplies of food and water for emergency use.
 - (b) Rotate supplies to ensure freshness.
 - (c) Train in mass feeding practices under emergency conditions in accordance with the School Emergency Preparedness Plan and The American Red Cross shelter regulations.
 - (d) Practice kitchen safety laws, rules, and regulations at all times.
- (2) USDA will replace, in kind or in value, any Section 32 and 416 commodities properly authorized for use. If Section 6 commodities are released to the American Red Cross, it is responsible for their replacement.
- (3) In order to get credit/replacement for commodities used in disaster feeding, it is necessary to obtain PRIOR approval of use from the District Child Nutrition Programs Director or designee. The following documentation of all commodities used is required:
 - (a) Types of commodities used.
 - (b) Quantities used.
 - (c) Dates used.
 - (d) Location of shelter or feeding site.
 - (e) Number of people being sheltered and fed.
 - (f) Cause or type of emergency/disaster.
- (4) After the situation has stabilized, contact the Child Nutrition Programs office for further instruction and information.

2.6.7. District Administrative Staff

The District Administrative Staff shall:

- (1) Assist in development of Emergency Preparedness Plans.
- (2) Develop competency to carry out assigned emergency preparedness and response functions through participation in in-service training, school drills, and exercises.

2.6.8. P.T.A., Parents, and Guardians

P.T.A., Parents, and Guardians shall:

- (1) Participate in the development and implementation of the School Emergency Preparedness Plan.
- (2) Encourage emergency preparedness programs within the school.
- (3) Volunteer services in school emergency preparedness planning and during actual emergencies.
- (4) Provide input through organizations associated with the school.

- (5) Provide schools with current student emergency notification information.
- (6) Become knowledgeable of community and school Emergency Preparedness Plan.
- (7) Encourage coordination between local officials, businesses, and schools to maximize efforts in preparedness and response.
- (8) Encourage students to discuss, with their parents, the emergency preparedness and response techniques learned at school.
- (9) Receive training in emergency preparedness procedures appropriate for providing assistance to the school and community.
- (10) Practice emergency preparedness in the home to reinforce school training, provide models, and ensure family safety.

2.6.9 Students

- (1) All students shall:
 - (a) Cooperate during emergency drills and exercises.
 - (b) Learn to be responsible for themselves and others.
 - (c) Develop awareness of natural, technological, and security hazards.
- (2) Older Students shall:
 - (a) Work through student body organizations, clubs, and associations to support the school emergency program. With the approval of the principal this might include:
 - (i) Staging emergency awareness plays.
 - (ii) Taking group instruction in first aid.
 - (iii) Visiting emergency services facilities.
 - (b) Take an active role in school emergency response and be assigned a variety of tasks when properly trained. These might include:
 - (i) Caring for younger children.
 - (ii) Assisting disabled classmates.
 - (iii) Acting as messengers, guides, monitors, and patrols.
 - (iv) Providing first aid assistance.
 - (v) Performing clerical duties.
 - (vi) Operating amateur radios, school switchboard, or other communications equipment.

2.6.10. Public Health Department and School Nurses

The Public Health Department and School Nurses shall:

- (1) Participate in the development and implementation of the District and School Emergency Preparedness Plans.
- (2) Respond to designated school(s) during emergencies to render first in sanitation measure in coordination with the Health Department and emergency management agencies.

- (3) Participate as health resource persons in faculty studies leading to emergency preparedness curriculum development.
- (4) Assist the principal in determining the need for emergency, medical, and sanitation supplies and equipment.
- (5) Assist in the training of faculty, staff, and students in first aid and sanitation procedures.
- (6) Coordinate school health service plans with those of the school, district, and the community.
- (7) Advise the School Emergency Managers on how to provide for physically and mentally disabled persons during emergencies.

2.6.11. Community

- (1) The community is a valuable resource for:
 - (a) Warning.
 - (b) Assistance.
 - (c) Consultation.
 - (d) Information.
 - (e) Coordination.
 - (f) Educational materials.
 - (g) Speakers.
 - (h) Other related activities.
- (2) These resources may come from:
 - (a) District Office.
 - (b) American Red Cross
 - (c) Individuals.
 - (d) Government.
 - (e) City/county emergency management agencies.
 - (f) Churches.
 - (g) Clubs and organizations.
 - (h) Health Department.
 - (i) Mental Health Department.
 - (j) Emergency Medical Services.
 - (k) Other educational facilities/libraries.
 - (l) Law enforcement.
 - (m) Fire department.
 - (n) Businesses.
 - (o) Hospitals.
 - (p) Other organizations as needed.

3. PLANNING GUIDELINES FOR SPECIFIC HAZARDS

3.1 COMMUNICATIONS PLAN FOR ANY HAZARD SITUATION

In any emergency situation, there are parties who have a legitimate need for information – families, news media, employees, and the public. If it is a major emergency, the demand for information will be intense. It is important to organize the gathering and dissemination of information. Avoiding conflicts in the information given, keeping media and families away from the immediate disaster area where they could hamper emergency control efforts, getting necessary information to the community while avoiding confusion or panic, sending accurate information from the disaster area establishing an information center, are key components that lead to the success of any communications plan.

3.1.1. A Communication Center shall be established as a single point of contact for the media and public:

- (1) Near the disaster scene if media, public are likely to be present.
- (2) At the district office in less serious situations.
- (3) Communication tools are desired.
- (4) All media cameramen and reporters shall be directed to the center.
- (5) Information shall be directed to the center regarding emergency cause, extent of damage, and community instructions.
- (6) Information shall be directed to the center regarding missing persons, and the names, ages, and condition of injured persons.
- (7) Information regarding the ongoing situation shall be processed and disseminated to families and media.
- (8) A media location shall be identified.
- (9) A location for family members shall be identified as needed.
- (10) Telephone number or means of contact and location is to be given to key disaster staff immediately.

3.1.2. A district spokesperson shall be identified:

- (1) The spokesperson shall be a senior district official that will speak for the district and other agencies involved in the disaster. The spokesperson should be experienced in dealing with the media and knowledgeable about emergency plans.
- (2) At least two back-ups shall be identified for the spokesperson.
- (3) Information release shall be coordinated with the superintendent.

3.1.3. Assess the ability to communicate:

- (1) Establish the ability of communicating public information early by telephone, television, radio, FAX, mobile telephone, district cable channel, school PTA calling networks, etc.

- (2) If situations are harmed by blanket media access, a media pool may be established identifying one television station, one newspaper, and one radio team for information dissemination which could be shared with other representatives.

3.1.4. Establish credibility with media, public for successful management:

- (1) Honesty is essential.
- (2) Provide equal access information.
- (3) Gain accurate, detailed information, and then determine what is appropriate for public release.
- (4) Express concern for tragedy, strength for public confidence, assurance for future emergency management, gratitude for emergency efforts.
- (5) Focus on helping citizens cope. Criticism would surely contribute to controversy.

3.2. EMERGENCY EVACUATION

The Board of Education recognizes that existing threats of the occurrence of destructive disasters resulting from attack, internal disturbance, natural phenomena, or technological hazard could greatly affect the health, safety, and welfare of the students and employees of a district. The superintendent of schools shall coordinate all aspects of any evacuation in compliance with district policy and guidelines developed in the Emergency Operations Plan.

3.2.1. District Emergency Preparedness Plan

The superintendent shall develop district procedures for receiving and evaluation elementary school evacuation plans that include:

- (1) Training school district personnel in the implementation of the Emergency Preparedness Plan.
- (2) Evacuation drills.
- (3) Procurement of essential emergency equipment at each elementary school building.
- (4) Notification of the superintendent when evacuation is necessary.
- (5) Evacuation of buildings for emergencies that do not cause the school building to become unsafe such as teacher walk-out, epidemic, flood, etc.
- (6) Temporarily housing students when school is disrupted.
- (7) Evacuation of unsafe school buildings
- (8) Development of written agreements with local agencies, churches, or private organizations for emergency use of their building facilities for use during evacuation emergencies.
- (9) Cooperation with the sheriff or other law enforcement agencies when they assume their legal authority in times of emergency evacuation.

3.2.2. Evacuation Procedure

School principals shall design emergency procedures that provide for flexibility and are easily understood by students, staff, and parents. The procedure would be adaptable to the PTA Block Plan, include an effective communications system, provide emergency power options, and provide for alternate sites.

(1) School Emergency Evacuation Plan

The emergency evacuation plan shall include evacuation of an unsafe building and evacuation of a safe building. Follow procedures established for persons with disabilities.

(a) Unsafe Building Evacuation (such as fire and earthquake)

(i) When an alarm sounds or instruction to leave the building is given, everyone shall file out of the building in a quiet and orderly manner through the assigned or nearest unblocked exit:

- (a) Teachers shall take their class lists with them and lead students out of the building.
- (b) All staff members shall be well versed in all alternate routes.
- (c) Students shall not take any personal items.
- (d) Teachers shall follow established procedures to assist disabled students in evacuating the building (Section 3.3.).
- (e) Assigned staff shall check the restrooms, common areas, kitchen, and classrooms as they evacuate the building.
- (f) Assigned staff shall carry the school emergency equipment to a pre-designated area and notify the superintendent of the evacuation.

(ii) Once outside, teachers shall lead their classes to a pre-designated area a safe distance (300 feet recommended) away from the building:

- (a) Area must be free from hazard such as overhead power lines, gas lines, and traffic.
- (b) Students shall remain quiet and orderly.
- (c) Teachers shall take roll and report any missing students (by name) to the principal or designee at the pre-designated location away from the building. It may be desirable to regroup children into neighborhood groups.

- (iii) Students, who are not with their home-base classes when the alarm sounds, shall exit the building with their supervisor or, if alone, leave through the nearest unblocked exit. Once outside they shall join their home-base classes.
- (iv) Vehicle traffic areas shall be kept clear at all times, and students should not enter these areas unless accompanied by a responsible adult.
- (v) The principal or designee shall report any missing persons to emergency response personnel such as the sheriff, police, or fire chief.
- (vi) Teachers shall be kept informed by megaphone announcement, flag, hand signal, or by runner. Do not use the electric bell system or public address system.
- (vii) When the building is determined to be unsafe, the principal shall evacuate the school site as follows:
 - (a) Release students to responsible adults according to local school procedures.
 - (b) Escort remaining children to an alternate site such as a church, city hall, another school, and school buses.
- (c) Safe Building Evacuation (Such as teacher walkout, epidemic, high winds, chemical spill, terrorism, or snowstorm.)
 - (i) Assigned staff shall notify the superintendent of the need for evacuating the building and receive instructions on procedures to follow.
 - (ii) Teachers shall take their class lists with them and lead students to an assigned area of the building. Students shall take personal items such as coats with them. It may be desirable to regroup children into neighborhood groups.
 - (iii) Special provisions shall be provided to assist students with disabilities in evacuating the building.
 - (iv) Assigned staff shall check the restrooms, common areas, kitchen, and classrooms as needed.
 - (v) Students shall remain quiet and orderly.
 - (vi) Teachers shall take roll and report any missing students (by name) to the principal or designee.
 - (vii) Students, who are not with their home-base classes, when evacuation procedures commence, shall join their home-base classes outside the building.
 - (viii) Provide procedure to release students to responsible adults.

- (ix) As needed, escort remaining children to an alternate site such as a church, city hall, another school, or school buses.
- (x) Provide school emergency equipment at the alternate site.

SCHOOL EVACUATION INSTRUCTIONS

Person in Charge of School:

Alternate:

EXIT THE BUILDING when an alarm sounds or the instruction “leave the building” is announced.

EVACUATION INSTRUCTIONS

TEACHERS

- Take class lists/rolls.
- Make special provisions to assist disabled students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 300 feet from building. Area must be free from hazards such as overhead power lines, gas lines, and motor vehicle traffic.
- Take roll and report any missing students (by name) to the principal or designee at pre-designated location away from building.

STUDENTS

WITH Homebase Classes

- Leave ALL personal items in classroom.
- Follow their teacher and exit in a quiet and orderly manner.

NOT with Homebase Classes

- Leave ALL personal items in classroom
- Exit with their supervisor or if alone, exit the nearest unblocked exit.
- Join homebase class outside.

STAFF NOT ASSIGNED TO CLASSROOMS

- Check restrooms, common areas and kitchen as pre-designated by school principal.
- Keep children out of vehicle traffic areas and other hazardous areas.

PRINCIPAL OR DESIGNEE

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
 Determine WHEN it is safe to re-enter
 Notify teachers by megaphone, flag, hand signal or runner.
 DO NO USE FIRE ALARM SIGNAL for re-entry.

- IF BUILDING IS UNSAFE TO RE-ENTER, EVACUATE THE SCHOOL SITE, USING PREDETERMINED PLAN.

Instruct teachers to:

- Release students to responsible adults using predetermined procedure.
- Escort remaining children to alternate site such as church, city hall, another school, or school buses.

3.3 BOMB THREATS

A bomb threat may be received at any time. Experience shows that over 95 percent of all written or telephoned bomb threats are hoaxes. There is a chance that a threat may be authentic. Appropriate action should be taken in each case to provide for the safety of students, staff, and facilities. The district administration and school principal, in coordination with law enforcement officials, shall decide whether or not to evacuate the building and who should conduct the search for a suspected bomb. While the responsibility for action rests primarily with law enforcement authorities, the people who work in the building are most aware of what does or does not belong in or near it. Plans should be flexible enough to allow for discretion in administrative decision making.

3.3.1 Preparation

- (1) In continuing to provide a safe environment for students and staff:
 - (a) All rooms, storage areas, and miscellaneous spaces shall be kept locked.
 - (b) When staff enters any space, they shall be alert to anything out of the ordinary and proceed with caution at all times.
- (2) During periods of tension in the aftermath of bomb threats:
 - (a) All rooms shall be kept locked when not in use.
 - (b) When leaving an area or room, make sure the space is secured (locked).
 - (c) Upon arrival in the morning and upon returning to the area during the day, the teacher or person responsible for the area shall check and report anything unusual.
 - (d) Staff shall stay in their assigned areas until all students leave, then secure windows and doors upon leaving the area.
 - (e) Custodians shall secure each area as it is cleaned.
- (3) A current master floor plan shall be kept at the school district.
- (4) Bomb threat plans shall be coordinated with local law enforcement officials, fire departments, district security office, and district emergency management director.
- (5) Codes shall be prearranged for Bomb Alerts that can be used over the P.A. (Public Address) system to ensure that all staff are aware of the emergency and are prepared for the next step.
- (6) Staff shall be trained on receiving bomb threat calls or threatening letter.

- (7) Post bomb threat call procedures close to all phones.
- (8) Staff shall be trained on the psychological profile of bomb threat callers.
- (9) Staff shall be trained on the general appearance and effects of homemade bombs.

3.3.2 School Emergency Evacuation Forms

UNSAFE BUILDING EVACUATION PLAN WORK SHEET

Person in Charge of School: Alternate:

STAFF ASSIGNMENTS

DUTY	STAFF NAME	ALTERNATE
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All teachers are to stay with classroom groups or Assigned neighborhood groups		
--	--	--

Notify the following from an off site location:

Emergency assistance: 911 or _____

Security: _____

Superintendent: _____

Transportation: _____

Search halls, restrooms, common areas, and kitchen.

Replacements for missing or injured teachers.

Provide medical assistance.

Shut off power, gas, and water.

Notify as appropriate:

PTA Evacuation Leader

Name_____Phone_____

PTA Evacuation Alternate

Name_____Phone_____

KSL 1160: Phone 575-7600

Activate CALLING TREE: Phone_____

Post pre-made signs and direct the public.

Lead students and teachers to alternate site

(attach map & agreement)

Site 1 _____

Site 2 _____

Emergency Equipment

_____ Air Horn or Bell	_____ Radio (battery/solar)
_____ First Aid Kit	_____ Lights/lanterns
_____ Answering Machine	_____ Unlisted Phone Line
_____ Generator	_____ Megaphone
_____ Evacuation plan/master lists	_____ Paper/marker pens
_____ Evacuation boxes	_____ Stretcher

SAFE BUILDING EVACUATION PLAN WORK SHEET

Person in Charge of School: Alternate: **STAFF ASSIGNMENTS**

DUTY	STAFF NAME	ALTERNATE
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Notify Superintendent:

Notify an appropriate:

PTA Evacuation Leader

Name _____ Phone: _____

PTA Evacuation Alternate

Name _____ Phone: _____

PTA Evacuation Alternate

Name _____ Phone _____

KSL 1160: Phone 575-7600

Activate CALLING TREE: Phone _____

Call students and teachers to prearranged inside locations.

Post pre-made signs and direct the public.

Sign out students to responsible adults.

Emergency Equipment

_____ Air Horn or Bell	_____ Radio (battery/solar)
_____ First Aid Kit	_____ Lights/lanterns
_____ Answering Machine	_____ Unlisted Phone Line
_____ Generator	_____ Megaphone
_____ Evacuation plan/master lists	_____ Paper/marker pens
_____ Evacuation boxes	_____ Stretcher

IF A LONG DURATION STAY IS REQUIRED

Trauma, shock, medical care
Provide light and warmth
Food arrangements
Sleeping accommodations
Internal communication/morale

3.3.3 Response

Upon receipt of a bomb threat call:

- (1) Remain calm
- (2) Obtain as much information as possible from and about the caller:
 - (a) Listen – do not interrupt.
 - (b) Try to take down the entire message – as it given.
 - (c) Try to keep the caller talking getting information such as when the bomb will go off, where it is located, and even why it was placed.
 - (d) Try to get help from another staff person to let the principal know what is happening.
- (3) The school principal shall decide if an announcement shall be made over the P.A. System such as “Mrs. Amber needs to contact the office.”
 - (a) This announcement will alert the staff to do a cursory search of their classroom/areas of responsibility.
 - (b) If something is found or looks unusual **don’t touch.**
 - (c) Report to the principal or designee the results of the search.
- (4) Notify the appropriate local law enforcement agency.
- (5) Notify the district security office.
- (6) Notify the superintendent’s office of the threat and the procedures being followed.
- (7) After the caller has hung up the phone, the person who took the call shall fill out the district “Receiving a Bomb Threat” form with as much information as possible.
- (8) Evaluate the bomb threat based on the following information:
 - (a) Caller evaluation (use District Bomb Threat Form).
 - (b) Other threats recently received.

- (c) Local trouble or student unrest.
- (9) The principal, law enforcement personnel, and district security personnel shall decide if threat is real or a hoax.
 - (a) If a determination is made that the threat is real, district security or the law enforcement authority will contact the appropriate agencies for assistance in the bomb search and investigation.
 - (b) If the determination is that the threat is real and the building needs to be evacuated:
 - (i) Evacuate the building using fire drill warning and procedure.
 - (ii) Enact early dismissal or delayed opening policies as appropriate.
 - (c) If it is determined that the threat is real and the building should not be evacuated:
 - (i) Inform the staff and students that they are not to leave their room or area until told to do so.
 - (ii) There should be no one in the halls except as authorized by the principal, district security, or law enforcement personnel.
 - (d) If the threat is judged to be a hoax, a quiet search of facilities should still be made.
 - (e) Notify the superintendent's office about the outcome of the bomb threat.
- (10) To ensure the release of appropriate information, only the designated spokesperson shall release information to the news media and others seeking information.

BOMB THREAT

RECEIVING A BOMB THREAT

INSTRUCTIONS:

Be calm and courteous. LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to him/her the nature of the call. Complete this form as soon as the caller hangs up and the school administration has been notified.

NAME OF OPERATOR:

TIME:

DATE:

CALLER IS (check appropriate boxes):

Male ____ Female ____

Adult ____ Juvenile ____

ORIGIN OF CALL:

Local _____ Long distance _____ Booth _____ Within School _____

CALLER'S VOICE CHARACTERISTICS:**CALLER'S SPEECH:**

Loud _____	Deep _____	Fast _____	Distorted _____
High Pitched _____	Persistent _____	Distinct _____	Nasal _____
Raspy _____	Other _____	Stutter _____	Other _____
Soft _____			

CALLER'S LANGUAGE:**CALLER'S ACCENT:**

Excellent _____	Poor _____	Local _____	Foreign _____
Fair _____	Foul _____	Race _____	Can't Identify _____
Good _____	Other _____		

CALLER'S MANNER:**BACKGROUND NOISES:**

Irrational _____	Angry _____	Factory _____	Mixed _____
Calm _____	Incoherent _____	Bedlam _____	Animal _____
Rational _____	Emotional _____	Music _____	Planes _____
Coherent _____	Laughing _____	Machines _____	Other _____
Deliberate _____			

RELATED FACTS:

Ask questions like:

When will it go off: _____ Hour? _____ Time left? _____

What kind of bomb? _____ Where are you now? _____

How do you know so much about the bomb? _____

What is your name? _____ Address? _____

3.4 CIVIL DISTURBANCE

Crisis may be avoided or minimized through early recognition of problems and prompt response actions. The faculty and administration should establish rapport with students and provide an open atmosphere to encourage discussion of grievances and problems. The administration also must be aware of local situations that may generate civil disturbances within the schools through outsiders moving into student groups and inciting student participation.

3.4.1 Warning

- (1) For explosive situations, devise a signal for the intercom or program bell that shall notify teachers to initiate predetermined emergency procedures.
- (2) During situations of high tension or slow buildup, establish a discreet “messenger service” to keep faculty and staff informed of all developments.

3.4.2 Preparation

- (1) Create a committee of students who represent a cross section of special interest groups, clubs, athletic groups and social, racial, or ethnic groups. Meet with them on a regular basis.
- (2) Create a close working relationship with the student government.
- (3) Establish control measures for disturbances and demonstrations with local law enforcement agencies.
- (4) Determine under what conditions:
 - (a) Outside assistance shall be called in.
 - (b) Plain clothes or uniformed police shall be used.
 - (c) Doors to rooms shall be locked or areas not affected shall be closed.
 - (d) Building(s) shall be evacuated by staff or on a controlled basis by law enforcement authorities.
 - (e) Free periods for staff members shall be canceled and staff shall be assigned to areas where potential disturbances are developing.
 - (f) Selected students may be used to guard fire alarms or as “messengers” for teachers and other staff to relay information.
- (5) Organize a parental group that would voluntarily participate in attempts to cal disturbances in the school.
- (6) Faculty should be aware that they can have a calming effect by exercising good judgment and reasoned action. Individual fear must be controlled and not communicated to students.
- (7) Consideration should be given, in a particularly serious situation, to have photographers available to photograph students and/or outsiders engaged in unlawful activity.

- (8) Establish procedures to deal with students who have violated school or state regulation. Include:
 - (a) Policy for re-entry.
 - (b) Policy for conferences with parents.

3.4.3 Response

- (1) When a disturbance or demonstration seems imminent, notify:
 - (a) Superintendent.
 - (b) All faculty and staff
 - (c) Students of any threat to their safety.
 - (d) Other schools in the area.
 - (e) Law enforcement officials, if it is probable that the disturbance shall spread off school grounds.
- (2) Try to maintain normal operations by:
 - (a) Keeping students in classes and away from trouble spots.
 - (b) Containing the disturbance to one area.
- (3) Avoid verbal exchanges or arguments when a mob is present.
- (4) Always approach a group in pairs. Do not use physical force. Keep your hands off all students and/or outsiders unless physically attacked.
- (5) Request police to remove outsiders.
- (6) Record and report names of all students and outsiders, if known, involved in disturbance. Record and report details of all incidents to principal.
- (7) Arrange a meeting with the perpetrators of a disturbance away from the larger group, if one is involved.
- (8) Secure building entrances:
 - (a) Guard utilities, boiler room, fire alarms.
 - (b) Safeguard essential records.
- (9) Keep switchboard clear for emergency calls.
- (10) Regarding news media:
 - (a) Pre-assign a staff member to handle news media.
 - (b) If necessary, provide a pressroom.
 - (c) Control use of cameras.
 - (d) Urge reporters to present a complete and accurate story of the disturbance rather than isolated inflammatory incidents.
 - (e) Seek media cooperation to help dispel rumors.
 - (f) Use the media to inform parents and the community of known facts and actions being taken.
 - (g) Seek cooperation of the media in withholding information from the public if silence will quell the disturbance.
- (11) Evacuate building(s) only if necessary for safety. Control is better maintained when students are kept separated into small groups.
- (12) Close school only after every effort has been made to keep it open:
 - (a) Initiate emergency transportation policy.
 - (b) Closely supervise dismissal and loading of buses.

- (c) When possible, release students in small groups rather than in mass.
- (d) When possible, load and dispatch one bus at a time.
- (e) As needed, request law enforcement and assistance to provide protection for students who walk home.
- (f) Inform local police prior to closing to prepare them for possible disturbances within the area upon student release.
- (13) Follow procedures established for person with disabilities (next section.)

3.5 PERSONS WITH DISABILITIES – FACILITATING PERSONS WITH DISABILITIES

The egregious difficulties experienced as a result of earthquake, fire, or other emergency may be greatly exacerbated by the complication of added pre-existing student disabilities.

The primary mitigating factor is the foreknowledge of the student disabilities.

3.5.1 Response to emergency situations with disabled youth:

- (1) Will parallel as nearly as possible the functions of the non-disabled student in each emergency type.
- (2) Refer to the handling of each type of emergency in the non-disabled sections. (Section 3.6., 3.7., and 3.8.)
- (3) Teacher and staff responsibility to the student will remain the same in each instance.
- (4) It is recognized that actions may take an extended time.

3.5.2 Preparation

- (1) Recognition of additional difficulties introduced to problem by disabilities.
- (2) Pre-plan to meet each situation.
 - (a) Prepare handling criteria for each individual according to need; i.e., medical, psychological, ambulatory, special movement needs.
- (3) Assign personnel as necessary to carry out evaluation, evacuation, and stabilization.
 - (a) Teachers.
 - (b) Staff.
 - (c) Students.
- (4) Be prepared to coordinate efforts with emergency responders such as fire fighters. Some students will have special movement requirements.

3.5.3 Medication

- (1) Extensive emergencies such as an earthquake may require medication for a period of time beyond the daily routine.

- (2) If possible, enough medication should be on hand for 24 hours.
- (3) Medical information on each student should accompany the student to be available for quick response.
- (4) Medication may need to be carried outside to be accessible.

3.6 EARTHQUAKES

Few areas in the world, including Utah, are free from the danger of earthquakes. Those who have experienced earthquakes can testify that even a mild tremor can be frightening if you are not informed of precautions to take for self-protection.

3.6.1 Warning

Earthquakes generally occur without warning. Seismologists can identify areas where earthquakes are most likely to occur but cannot yet predict the exact time and place.

3.6.2 Preparation

- (1) Become aware of geology of the area and locate faults that may be potentially hazardous.
- (2) Give students and staff earthquake safety information.

3.6.3 Response

- (1) During the shaking:
 - (a) Keep calm and remain where you are. Assess the situation, then act. Remember that falling or flying debris causes injuries or deaths.
 - (b) If indoors, stay there:
 - (i) Take cover under desks, tables, or other heavy furniture.
 - (ii) Take cover in interior doorways or narrow halls.
 - (iii) Stay away from windows and beware of falling objects.
 - (c) If outdoors, stay in the open:
 - (i) Move away from buildings if possible.
 - (ii) Avoid utility poles and overhead wires.
 - (iii) Stay away from trees.
 - (iv) Stay away from masonry walls.
 - (d) If in a bus:
 - (i) Driver should stop as quickly and safely as possible in open area away from overpasses, roads, etc.
 - (ii) Stay in the bus.
 - (e) Procedures established for persons with disabilities (Section 3.5.)
- (2) After the shaking:
 - (a) Check for injuries.
 - (b) Evacuate and move to open areas away from buildings.

- (c) Do not reenter buildings until authorities have checked them for possible structural damage, leaking gas lines, and other utility disruptions.
- (d) Teachers should take roll to be sure all students are accounted for and report to the principal.
- (e) While inside buildings, do not use any open flames (candles, matches, etc.)
- (f) Turn on radio for latest bulletins. (The local emergency broadcast station – EBS – shall be identified in the plan.)
- (g) Use discretion in implementing early or late dismissal policy depending on communications, availability of transportation, damage to school buildings, residential areas, and transportation routes.
- (h) Follow procedures established for persons with disabilities.

3.7 FIRE ALARM PROCEDURE

When a fire alarm is received on the security console, the following procedure shall be followed.

3.7.1 Occupied Building

When the alarm has been received, a designated person at the school must determine if the fire is real or a false alarm.

- (1) If the fire is real, the school-designated person shall notify the fire department by calling 911.
- (2) If the alarm is false, the designated person must notify security within one minute of the alarm notification that the alarm is false.
 - (a) If the security division does not hear from the school within a minute, they shall call the school to verify the alarm.
 - (b) If there is no answer at the school, security shall assume there is a fire and notify the fire department of the fire alarm.

3.7.2 Unoccupied Building

- (1) When a fire alarm is received and the building is unoccupied, the fire department shall be called by the security monitor immediately and notified.
- (2) The security monitors shall then call a responsible person from the school staff to respond to assist the fire department.
- (3) In addition, security shall notify the maintenance department supervisor of the alarm. (Night or day.)

3.8 FIRE AND FIRE DRILL PROCEDURES

Fire exit drills shall be conducted regularly in accordance with the State Uniform Fire Code Section 13.301. Exception: During severe weather, with approval of the local fire chief, fire drills may be postponed.

- 3.8.1 Conduct at least two fire exit drills at the beginning of the school year and one fire exit drill each month while school is in operation. (See Administrative Rule R277-400.7.B. for required number of drills in a school year.
- 3.8.2 When a school is preparing to have a fire exit drill, they shall notify the school security office. This will keep security from calling the fire department when the alarm is not verified as a drill.
- 3.8.3 When an unknown alarm has sounded, and a fire drill not planned, staff at the school shall determine if there is a valid fire. If a fire is found, staff shall call 911, report it to the fire department, and evacuate the building.
 - (1) When an unknown alarm has sounded, and the staff has determined that it is false, they shall notify the security office within one minute, if possible, that the alarm is false. If the security office cannot contact the school, security will contact the fire department and have them respond to the alarm.
 - (2) Schools shall keep a log of fire drills listing date and time required evacuating the building. (This shall be recorded on the district main frame computer.)
 - (3) Drills shall be executed to avoid distinction between drills and actual fires.
Conduct drills:
 - (a) At different hours of the day or evening.
 - (b) During the changing of classes.
 - (c) When the school is at an assembly.
 - (d) During the recess or gymnastic periods.
 - (4) If a drill is exercised when pupils are going up and down the stairways, as during the time classes are changing, the pupil shall be instructed to form a line and immediately proceed to the nearest available exit in an orderly manner.
- 3.8.4 Every fire exit drill shall be an exercise in school management for principal, teachers, and teacher assistants. The chief purpose of every drill is to have complete control of the class. The teacher shall form its ranks quickly and silently, may halt it, turn it, or direct it as desired.
 - (1) Great stress shall be laid upon the execution of each drill in a brisk, quiet, and orderly manner.
 - (2) Running shall be prohibited.

- (3) In case there are pupils incapable of holding their places in line moving at a reasonable speed, provisions shall be made to have them taken care of by the more sturdy pupils, moving independently of the regular line of march.
- 3.8.5 Monitors shall be appointed from the more mature pupils to assist in the proper execution of all drills.
 - (1) They shall be instructed to hold doors open in the line of march or close doors when necessary to prevent spread of fire or smoke.
 - (2) There shall be at least two substitutes for each appointment to provide for proper performance in case of absence of the regular monitors.
 - (3) The searching of restrooms or other rooms shall be the duty of the teachers or other members of the staff.
 - (4) If the teachers are to do the searching, it should be done after they have joined their classes to the preceding lines.
- 3.8.6 As all drills simulate an actual fire condition, pupils shall not be allowed to obtain clothing after the alarm has sounded, even when in homerooms, to avoid the confusion that would result in forming the lines and the danger of tripping over dragging apparel.
- 3.8.7 Each class or group shall proceed to a predetermined point outside the building and remain there until a check is made to see that all are accounted for, leaving only when a recall signal is given to return to the building, or when dismissed. Such points shall be sufficiently far away from the building and from each other as to avoid danger from any fire in the building, interference with fire department operations, or confusion between different classes or groups.
- 3.8.8 Where necessary for drill lines to cross roadways, signs reading **‘STOP SCHOOL FIRE DRILL’**, or equivalent, shall be carried by monitors to the traffic intersecting points in order to stop traffic during the period of the drill.
- 3.8.9 Fire exit drills in schools shall not include any fire extinguishing operations.
- 3.8.10 Signals
 - (1) All fire exit drill alarms shall be sounded on the fire alarm system.
 - (2) In order that pupils shall not be returned to a building that is burning, the recall signal shall be one that is separate and distinct from, and cannot be mistaken for, any other signals. Such signals may be given by distinctive colored flags or banners.
 - (3) Inspection

- (a) It shall be the duty of principals, teachers, and custodians to inspect all exit facilities daily in order to make sure that all stairways, doors, and other exits are in proper condition.
- (b) Open-plan buildings require extra surveillance to ensure that exit paths are maintained clear of obstruction and are obvious.

3.8.11 Follow procedures established for persons with disabilities, Section 3.5.

3.9. FLOODS

3.9.1. Awareness

Many areas in Utah are subject to floods. Flooding may be caused by heavy rain or dam breaks. Even a small, innocent creek can become a raging torrent capable of destruction. The School Emergency Preparedness Planner should coordinate with the local Emergency Management Director concerning failure of water storage facilities.

3.9.2. Warning

- (1) Except in the case of flash flooding, the onset of most floods is a relatively slow process with buildup taking several days. Progressive situation reports are available from the National Weather Service (NWS).
- (2) Flash flood warnings are issued by the NWS to the public by radio and television. Many communities have a local flash flood warning system to assist in the dissemination of this information.

3.9.3. Preparation

- (1) Know local history of flooding.
- (2) District transportation shall plan alternate bus routes to avoid flood prone areas, particularly those areas with a history of flash flooding.
- (3) Instruct bus drivers of responsibilities during flash flooding including:
 - (a) Not crossing a flooded bridge.
 - (b) Not traveling through a flooded area.
 - (c) Caring for children who cannot be delivered to their homes.
 - (d) Notifying the school office of observed hazardous conditions.
 - (e) Make provisions for students living in affected area to be handled according to request of parent or legal guardian as listed on the student enrollment card.
 - (f) Make special provisions for students who use modes of transportation other than those furnished by the school district.

- (g) Establish procedures regarding class cancellation, late opening, early dismissal if school is designated an emergency shelter in accordance with district policy.

3.9.4. Response

- (1) When weather conditions indicate an area may be affected, radio or television broadcasts should be monitored.
- (2) Prepare to:
 - (a) Evacuate students to homes immediately in accordance with pre-established school policy.
 - (b) Notify parents via radio, television, or telephone.
 - (c) Notify bus drivers according to standard emergency transportation policy for early/late dismissal.
 - (d) Keep students at school or transport to other evacuation points.
 - (e) Effect school cancellation or late opening policy.
 - (f) Shut off water to prevent contaminated water from entering the school supply.
 - (g) If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.
- (3) After a flood:
 - (a) Beware of contaminated food, water, broken gas lines, and wet electrical equipment.
 - (b) Resume classes only after designation of building safety by district superintendent.
 - (c) Resume classes in pre-designated buildings if school facilities are damaged.

3.10. HAZARDOUS MATERIALS

Chances that a school may be affected by an accident involving a hazardous material carrier becomes greater with the continuing growth of the industry and the demand for fuel and chemicals.

3.10.1. Warning

Warning of a hazardous material incident is usually received from the fire department, police department, or emergency management agency officials when such incidents occur sufficiently near the school to be a threat.

3.10.2. Preparation

- (1) The vulnerability of the school to hazardous material threats should have been determined during the hazard analysis. The city-county emergency management agency or the Title III, SARA local emergency preparedness planning committee would know if the school is within the risk zone for a hazardous material spill or release from a transportation route or a fixed facility.
- (2) Schools shall plan for evacuation or, when time does not permit evacuation, sheltering the school population in place.
- (3) Ensure that adequate means have been established to notify the school authorities of the emergency notification of a hazardous material release or spill.
- (4) Rapid notification and warning systems are required to protect people in the immediate area when releases of gaseous chemicals, such as chlorine and ammonia, produce lethal clouds that move rapidly.

3.10.3. Response

- (1) Determine the need for evacuating the school population or sheltering in place.
- (2) To evacuate the area, move cross wind, never directly with, or against, the wind that may be carrying fumes. Upon reaching a point of safety, take roll call.
- (3) Be prepared to render first aid.
- (4) Notify school superintendent.
- (5) Principal shall direct further action.
- (6) Students and staff shall not return to the school until the fire department or other emergency service officials and the principal have declared the area to be safe.
- (7) Initiate early/late dismissal as necessary.

3.11. MEDICAL EMERGENCIES

Injury and illness are the most common of all school emergencies. Every school shall be prepared to provide basic first aid, while summoning necessary emergency assistance.

3.11.1. Preparation

- (1) Establish and maintain a current list of emergency medical services telephone numbers. Keep them posted by each phone in the building.
- (2) Encourage staff and students to take training in first aid, CPR, sanitation and emotional support of children, families and adults during emergencies.

- (3) Maintain a current stock of first aid and sanitation supplies and create a plan for distribution of these supplies in case of a mass disaster. A list of suggested items is at the end of this section.
- (4) Establish and maintain a current list of staff members qualified to administer first aid and where they are likely to be found during the school day.
- (5) Establish and maintain a list of students and staff with known medical problems, including handicaps, and instructions for emergency actions.
- (6) Establish and maintain a general file of students' home telephone numbers, parents' business telephone numbers, and names and numbers of adults authorized to make decisions regarding their child's emergency medical treatment if parents cannot be reached.
- (7) Establish and maintain a general file of emergency phone numbers for all faculty and staff.
- (8) Request from the superintendent a statement of legal responsibilities and liabilities including insurance restrictions.
- (9) Develop school procedures to cover epidemics such as influenza.
- (10) As part of the school emergency preparedness plan, designate a location within or close to the school that could be used as a temporary morgue.

3.11.2 Response

- (1) Non-Critical Illness or Injury:
 - (a) Administer first aid.
 - (b) Notify parents, if possible, and request that they provide transportation for the student to home or a medical facility.
 - (c) If parents cannot be contacted, take action in accordance with predetermined school procedures.
- (2) Critical Illness or Injury:
 - (a) Administer first aid to extent possible.
 - (b) Call 911 or an ambulance if the situation is life threatening or if the child is in need of immediate medical intervention.
 - (c) If the situation is not life threatening:
 - (i) Notify the parents and request that they transport the child to a medical facility.
 - (ii) If parents cannot be contacted immediately, take action in accordance with predetermined school procedures.
 - (iii) Continue attempts to contact parents and keep records of actions taken and times, etc.
 - (d) Notify the superintendent's office.
 - (e) Appropriate report forms for injury, illness, or insurance shall be completed promptly.

3.11.2. Basic First Aid, Equipment and Supplies

In order to be prepared for a mass disaster, each school and each district office is to have enough medical supplies on hand to care for multiple injured persons for one day. The district warehouse will maintain an extra stock of medical supplies. Medical supplies are to be located in each classroom or centrally located with a distribution plan in case of mass disaster. The school nurse is to work in association with the principal and PTA health chairperson to establish and rotate these supplies. The following list is only suggested items and amounts. The nurse, in association with the principal, is to decide upon supplies needed for the school.

3.12. UTILITY FAILURE

Utility failure or incidents are common occurrences and may happen any time. An undetected gas line leak may require only a spark to set off an explosion. Flooding from a broken water pipe may cause extensive damage to buildings and property. Electric power failure will cause inconvenience and may result in the loss of refrigerated food supplies.

3.12.1. Preparation

- (1) Identify the possible effects the loss of each utility may have on the school. (Example: Loss of electricity might disrupt heating and ventilation and could cause failure of the phone system.)
- (2) Consider the availability of an emergency generator to supply essential needs. Emergency generators are installed in some buildings and are recommended for all schools when the budget permits the purchase.
- (3) Keep an accurate line drawing of all utility lines and pipes associated with the facility and grounds in each school
- (4) Develop procedures for emergency utility shut off.
- (5) Establish and maintain a list of phone numbers, including night and day reporting and repair services, for all serving utility companies; i.e., Utah Power, Questar Gas, and US West Communications.

3.12.2. Response

- (1) Gas line break:
 - (a) Evacuate the building immediately by fire drill procedures.
 - (b) Notify district maintenance or security, principal, gas company, police and fire departments, and the superintendent's office.
 - (c) Open windows.
 - (d) Do not re-enter the building until utility officials say it is safe.

- (2) Electric Power Failure:
 - (a) Call power company.
 - (b) Notify district maintenance or security.
 - (c) If there is danger of fire, evacuate the building by fire drill procedures.
 - (d) If power cannot be promptly restored, keep refrigerated food storage utilities closed to delay spoilage. (Most units will maintain food at freezing temperatures up to 48 hours.)
 - (e) If a short is suspected, turn off power at main control point and follow repair procedures.
- (3) Water line break:
 - (a) Call district maintenance or security.
 - (b) Shut off valve at primary control point.
 - (c) Relocate articles that may be damaged by water (library books on lower shelves, students' belongings under desks, kitchen and office supplies, etc.)
- (4) Phone Service Interruption – Total Building:
 - (a) Call US West Communications phone repair from a working phone such as a pay phone (number listed in front of phone.)
 - (b) Notify district maintenance or security.
- (5) General:

Initiate early or late dismissal, school cancellation, or delayed opening policies as necessary.

3.13. WIND AND OTHER TYPES OF SEVERE WEATHER

The major dangers of severe weather are intense cold or heat and the breakdown of transportation due to poor visibility and road conditions.

3.13.1. Warning

The National Weather Service (NWS) issues severe weather warnings. When threat of severe weather exists, monitor radio/television for bulletins.

3.13.2. Preparation

- (1) Establish school cancellation and early dismissal policies relative to wind, heat, snow, and/or ice conditions. Include who shall make decisions (superintendent) and under what conditions policy shall be enacted.
- (2) Inform parents of the school plan, under what television stations should be monitored for information.
- (3) Establish agreements with highway department and local towing services, etc., to respond to stuck or stalled buses.
- (4) Suggested emergency equipment for buses and maintenance vehicles include:

- (a) Two-way radio.
 - (b) Booster cables.
 - (c) Tow chain or cable.
 - (d) Fire extinguisher.
 - (e) First aid kit.
 - (f) Shovel.
 - (g) Sack of sand.
 - (h) Flashlight or signal light with extra batteries.
 - (i) Plastic scraper.
 - (j) List of emergency telephone numbers.
 - (k) Tire chains.
- (5) Establish procedures to cover bus trips on occasions such as class field trips, tours, athletic events, and other events away from the school and/or off regular routes.
 - (6) Establish emergency community shelter procedures should utility services for areas of the community be disrupted and the school is needed to function as a temporary mass shelter.
 - (7) Establish procedures for caring for students or staff members stranded at school facilities.
 - (8) Establish procedures for providing emergency transportation for students and staff who normally walk to and from school.
 - (9) Establish procedures for securing building against utility damage (frozen water pipes, etc.)

3.13.3 Response

Implement early dismissal procedures recognizing that storms may move swiftly. Procedures shall:

- (1) Consider time required for bus drivers to respond to an emergency transportation call.
- (2) Avoid decisions that delay early dismissal causing students and staff to be detained at school or en route to homes.
- (3) Inform students.
- (4) Notify parents through public media.
- (5) Ensure that all walking students are properly dressed for cold weather or provided transportation.
- (6) Take predetermined protective measures to secure building against storm damage, prevent bursting pipes, etc.
- (7) Implement shelter procedures as needed.